

## **Sample Comprehensive Evaluation Of a Beginning Teacher**

### **Sample 1**

**Iowa Department of Education  
January 17, 2003**

Thanks to the following people for assistance with this project: Cindy Slauson, Jane Neff, Joan Crowl, Tonya Urbatsch, Bonnie Graeber, Judy Keith, and Deb Etchseon. Additional thanks to Mitzi Chizek, who is not an IEATP trainer. These Iowa Evaluator Approval Training Program trainers coordinated with working evaluators in the field to develop sample comprehensive evaluations based on real work. This work, while based on real information, is modified to make it a generic sample.

This sample is not intended to be an exemplar, but to simply present a possible way that this comprehensive evaluation can be developed. In all cases, the final product and determination of whether a beginning teacher meets all eight standards through the collection of evidence to support the criteria is a local issue.

## Comprehensive Evaluation Summative Evaluation Form

Teacher: Bob Smith \_\_\_\_\_ Folder #: 0000 \_\_\_\_\_  
Evaluator: Bee A. Betterprincipal \_\_\_\_\_ Folder #: 1111 \_\_\_\_\_  
School Name: High Standards CSD \_\_\_\_\_  
Grade Level: 2 \_\_\_\_\_ Subjects: Elementary (all) \_\_\_\_\_ Year: 1 2 3

Bob Smith and I met on August 20, 2002 to go over our plan for the school year.

- We first discussed his participation in the mentor induction program and coordinated all dates with his mentor.
- Next, we went over the comprehensive evaluation form that is being used for his final evaluation in March and set up dates for the three classroom observations that I would be conducting. The schedule is below:

Observation (1) :            Pre-observation conference: October 22  
   Observation (1): October 23  
   Post-observation conference 25  
Observation (1) would be from 8:30 a.m. – 9:45 a.m. Subjects covered: reading  
Observation (2):            Pre-observation conference: January 20, 2003  
   Observation: January 23, 2003  
   Post-observation conference: January 24, 2003  
Observation (2) would be from 8:25 a.m. – 11:50 a.m. Subjects covered: reading, spelling, language and math  
Observation (3):            Pre-observation conference: February 18, 2003  
   Observation (3): February 19, 2003  
   Post-observation conference: February 20, 2003  
Observation (3) would be from 1:30 – 2:30 p.m. Subjects covered: science, writing  
Final Evaluation: March 6<sup>th</sup>, 8:00 a.m.

- Bob and I both understood that circumstances could arise that would cause us to have to change this schedule, however, we will try to reserve these dates with any changes that are made adequate and timely notification given. Fortunately, we were able to maintain the conferencing and observation schedule this year without any changes.

- It was discussed at this time that informal observations would be conducted at random during the school year. He was encouraged to ask for my assistance at any time.

- A rubric that includes the Iowa Teaching Standards and Criteria plus our district's descriptors and what artifacts that he would need to include as evidence for his final evaluation was given to Bob on 8-20-02. We went over this rubric in great lengths, going through each standard/criteria and talking about district expectations. After the August 20 meeting we scheduled meetings monthly so we could develop a deeper meaning of the standards and examine artifacts and evidence collected. We developed a timeline in which we would need to have artifacts collected and determine the evidence still needed to collect. We discussed at this time some good ideas for filing, record keeping and putting organizing any evidence of progress.

- Bob was given copies (8-20-02) of all evaluation guidelines and forms and is aware that he must show evidence of all eight Iowa Teaching Standards and Criteria in order to obtain licensure in Iowa.

- Copies of the district and building student achievement goals for 2002-03 were also given to Bob at this time (8-20-02) along with 2001-02 student achievement data.

**Directions:**

In the narrative under each standard, the evaluator should incorporate and address each criterion.

---

**1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.**

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

<b>Evidence to support attainment of or failure to meet standards:</b>	<b>Circle one:</b>
<p>Bob has shown that he documents students learning with meaningful measures using data that is understandable. He has shared individual and classroom goals, and results, with students families, and staffs this year. Bob has provided evidence such as the Achievement Level testing data, which is a standardized, criterion-referenced test that is used in our district to determine his flexible skill grouping in math.</p> <p>He also shared with me the reporting that he does weekly to parents in his Friday folders. A copy of a student report card shows that he is aligning student's achievement goals with our district's goals. Bob also knows the short and long-range building and district goals for student learning, and does implement these goals in his classroom. He has posted in his room the building's goals for reading and has communicated what the students, parents and teacher's responsibilities for reaching these goals with each group. He also has submitted as evidence his unit plans, which align learning with our district's standards and benchmarks.</p> <p>Included in Bob's collection of artifacts is the performance data such as our district's Achievement Level tests, the reading program probes, math timed test results and evidence of how he has used this to make decisions regarding the student's progress and planning for instruction.</p> <p>He motivates students to make positive choices to enhance their learning. I have received many notes from parents supporting Mr. Smith and his ability to run his classroom in a safe and respectful manner. He has included one of these notes from a parent as evidence. He has also submitted as evidence his classroom rules, which are posted, along with the building level behavioral expectations. He has developed, and supported our district's character education goals, by incorporating the building level behavioral expectations into his unit plans for teaching. He has submitted evidence of this through a unit plan and has included as evidence a student artifact – a student-developed book, which is now available for check out in our school library. I have observed Mr. Smith on each formal classroom observation encouraging students to work cooperatively and independently and including students in decision-making when appropriate. He has a very responsible classroom culture.</p> <p>Bob has submitted as evidence the strategies developed with colleagues to improve student learning by including team meeting planning notes and documentation of discussions he has made on the behalf of students with the special education teacher, AEA personnel and parents. The ability to communicate well is one of Bob's strong attributes. Bob has included as artifacts under Standard 1 a weekly Friday folder log to parents, e-mail communications, and articles written for the district and building newsletters that demonstrates communications with families that is effective and accurate.</p> <p><i>All criteria for Standard 1 have been addressed using multiple sources and multiple data points.</i></p>	<p><b>Meets Standard</b></p> <p>Does Not Meet Standard</p>

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

**2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.**

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

**Evidence to support attainment of or failure to meet standard:**

Bob knows the content that supports our district standards and benchmarks and displays these in his unit planning. As evidence Bob has included a unit plan that displays the practice of matching lessons taught with the district's standards and benchmarks. It is also evident through my observation of Bob in his classroom that the student artifacts are directly tied into our district and building goals.

Bob has also included a list of professional literature read and resource materials used in class. He used this material in an integrated approach that uses multiple resources to expand beyond manuals, texts, and curriculum guides.

It is clear that he knows the content appropriate to the learners' needs. He adapts and accommodates to meet the individual needs of students. Bob has included as evidence a unit plan that shows differentiated instruction and assessment while using multiple teaching strategies.

Bob also has worked closely with both third grade and first grade teachers to help facilitate students understanding in his second grade classroom. The flexible skill grouping information is passed on at the end of the grade level to the next grade. Bob has team meeting notes to indicate this planning that has occurred with the flexible skill groups. Bob has also included as an artifact a note from a first grade teacher thanking him for his help with the locally-adopted reading program.

Bob uses a variety of instructional strategies that are documented in his unit plans. He has also demonstrated leadership in the building by providing colleagues with current research-based instructional strategies (e.g., guided reading) that are being used in his room with positive results.

*All criteria for Standard 2 have been addressed using multiple sources and multiple data points.*

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ **Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.**

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.**

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:	Circle one:
<p>Bob designs and uses instructional strategies that align with standards and benchmarks. He demonstrates this skill by providing evidence of this planning in his unit plans. In his plans he maps out what events, real or simulated, can students experience to make the ideas and issues real. Then he designs learning activities that will help students to explore the big ideas and essential questions and what instructional needs the students will need to do the final performances. Bob also works very closely with the special needs teacher and has included in his artifacts achievement data that is being used to determine the adjustments for instruction he will need. Bob has included a peer evaluation from the special needs teacher as evidence of this planning.</p> <p>I have observed that Bob has rules posted, the building level behavioral expectations on display in his classroom and has evidence of including both in the unit planning. He reinforces the classroom expectations and routines for social, behavioral and academic success. Bob's Friday folders, that go home to parents each week, also shows evidence of the high expectations for academic and social success that he sets for the student's in his room.</p> <p>When sitting in on one of Bob's conferences with parents he communicated effectively the academic classroom expectations to parents that would enhance the success of their students. He had appropriate data and records to support his concerns.</p> <p>Bob put together a student interest survey that he has included as evidence of understanding students' needs and interests. He then has demonstrated through his unit planning that he included many of the items learned about from these surveys. The unit that Bob has submitted also has evidence of KWL planning.</p> <p>On each scheduled observation Bob's students were actively engaged in learning through a variety of instructional strategies. Bob has included as evidence of the criteria the unit plans that list the strategies and revisions of these plans that will provide for increased learning. Bob has also included as an artifact for this standard a communication from a high school student who is mentoring in his room. This observation from this student included many of the instructional strategies that he was using and the effectiveness of them.</p> <p>Challenging resources that stimulate students' learning are integrated into Bob's unit planning. He has included a unit plan that demonstrates the use of the Internet sites, software, books, games and field trips.</p> <p><i>All criteria for Standard 3 have been addressed using multiple sources and multiple data points.</i></p>	<p><b>Meets Standard</b></p> <p>Does Not Meet Standard</p>

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

**4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

**Evidence to support attainment of or failure to meet standard:**

As evidence in support of this standard Bob has included the planning he did to adjust strategies during instruction to meet the students' learning needs. He also included test scores for a particular student and explained how these scores were used to adjust instruction.

Bob's classroom unit plans are all aligned with the district's curriculum and the classroom instructional strategies. Bob again has included the Achievement Leveling tests that are used to do flexible skill grouping as evidence.

During my classroom observations Bob consistently used appropriate curriculum instruction and assessment accommodation for individual students. This pacing by Bob allows for optimum effective learning. Within our flexible skill grouping Bob has taken both the low and middle skill groups. He provides clear directions and makes sure that all students have learned concepts before moving on. Bob's unit plans provide clear evidence of the planning to adjust for individual student needs, and providing individual, cooperative and whole class instruction to promote maximum learning and growth. During my classroom observations I have been impressed with the number of different instructional strategies that Bob has employed in his teaching. You can tell this is a group effort with his 2<sup>nd</sup> grade team in planning and Bob has submitted his team minutes as evidence of this planning for the diverse needs in the class.

At the beginning of the year and before each unit of study Bob has used student surveys to connect students' prior knowledge, experiences and interests. Bob has submitted as artifacts those student surveys. If Bob ever has a concern for students he is quick to come seek out information and help from the special needs teachers, school nurse, guidance counselor or myself. He has documentation from peers who would share the same sentiment.

In the delivery of instruction Bob is very comfortable in using available resources in instruction. During my classroom observations I have been very pleased in how he has incorporated our classroom computers and software into his unit planning. Bob makes a committed effort to make sure that all students are comfortable using the computer in many different aspects of the school day. He has also exhibited leadership by sharing with peers unit planning, or student artifacts, that demonstrate using multiple resources to enhance learning. Bob has submitted evidence through team meeting logs, unit plans, student artifacts and some great digital pictures of students using technology in his classroom.

*All criteria for Standard 4 have been addressed using multiple sources and multiple data points*

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

<b>Evidence to support attainment of or failure to meet standards:</b>	<b>Circle one:</b>
<p>In all planning that Bob does he creates and uses multiple methods of classroom assessments that is representative of taught curriculum and are aligned with district standards/benchmarks. Bob has provided evidence of student growth by submitting the rubrics created for math problem solving and writing in 2<sup>nd</sup> grade as evidence. These rubrics were developed by the second grade team and are used by Bob to monitor progress of his students in the fall, winter and spring. Bob has also submitted curriculum data monitoring reading. These probes are done every six weeks to show students growth in reading comprehension, fluency and accuracy.</p> <p>Bob communicated to parents the assessment criteria and standards in his use of weekly Friday folders, along with report cards and conferencing with parents. My observation of Bob's conferences supports his efforts in this skill. At the observed conferences Bob has all classroom and district data well organized, so that parents can easily understand, and presents this information in a caring concerned manner.</p> <p>Bob has many different sources of reference he using in making curricular decisions for students to increase student learning. Bob uses pretest/posttest date, Achievement Level testing (which is criterion-referenced), running records (reading), math-timed tests done weekly, and six week reading probes. He has submitted all of these artifacts, and the unit plans that show incorporation of these data sources, as evidence of how he uses data to increase student achievement. During my classroom observation I was very impressed with how Mr. Smith involves students in establishing goals for learning and how he helps students to understand their own learning. Bob submitted into evidence a student's personal goals. He asks students, even though they are very young, to be aware of what areas they need to spend more time on to improve. He then conferences with each student to go over possible ways to achieve their goal and then they write a plan of action. These plans are reviewed every month to chart progress. He has submitted into evidence a student's plan.</p> <p>During my classroom observations Bob had made available his student records for my review. He has submitted into evidence his grading, running records, timed tests results, and standardized testing records. Bob has always reported this information accurately and timely to the parents.</p> <p>Bob shares freely the progress monitoring of the students his classroom always looking for other school personnel who shares the responsibility for students. He collaborates with his peers.</p> <p><i>All criteria for Standard 5 have been addressed using multiple sources and multiple data points.</i></p>	<p><b>Meets Standard</b></p> <p>Does Not Meet Standard</p>

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.



**6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

<p><b>Evidence to support attainment of or failure to meet standard:</b></p> <p>During my observation of Bob in the school setting he has always maintained a respectful and appropriate manner. He also has demonstrated that he expects that of his students. Bob has classroom rules posted and I have observed Bob on numerous occasions discuss, reference and reinforce these rules. Through the use of the weekly folders sent home he has allowed students the opportunity to become self-directed learners by incorporating some activities in his planning that take place after the school day.</p> <p>In all of my observations of Mr. Smith he has modeled positive social skills to students and provided opportunities for students to practice these skills. The expectations that he maintains for responsible student behavior is communicated to parents during Open House, conferences and his weekly communication log. He has submitted evidence of all of these data points.</p> <p>In direct correlation to Bob successfully establishing, communicating and modeling his classroom management skills is the consistency that he has developed in his classroom. This has attributed to his high expectations for learning that can be observed. Bob has also included into evidence his unit planning that incorporates the use of our building level behavioral intervention programming.</p> <p>With the characteristics mentioned above it has lead to Bob optimizing instructional time with students and provided a safe and purposeful learning environment. These attributes have been observed on a consistent basis during formal and informal observations of Bob.</p> <p><i>All criteria for Standard 6 have been addressed using multiple sources and multiple data points</i></p>	<p><b>Circle one:</b></p> <p><b>Meets Standard</b></p> <p>Does Not Meet Standard</p>
---	--

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.



**7. ENGAGES IN PROFESSIONAL GROWTH.**

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

**Evidence to support attainment of or failure to meet standard:**

Bob has demonstrated, and documented, his formal learning opportunities to increase his repertoire of knowledge and skills. Bob is submitting into evidence his conferences, study group and in-service logs. Bob has developed a professional reading log and has shown evidence by summarizing professional materials read and the impact it has made in his teaching. This log is very impressive and demonstrates many hours of personal time devoted to continuous inquiry and learning.

Bob has devoted his teaching time to working collaboratively with his peers also. I take part in team meetings with Bob and have documented his willingness and collaborative efforts to improve teaching, student learning and instructional strategies with his peers. Bob works closely with his peer mentor to rehearse teaching strategies. Bob has submitted into evidence his peer coaching log, professional development log and a list of district professional development teams he has served on.

Bob demonstrates the research-based building strategies that are in context with best practice that our elementary school has embraced. Bob has submitted into evidence the planning of instruction using these strategies and a peer observation log. Bob has made a collaborative effort between his team members, peer coach and myself to adhere to and obtain the help he has needed. He has submitted into evidence the professional growth plan he developed on his own and artifacts to support his growth.

*All criteria for Standard 7 have been addressed using multiple sources and multiple data points.*

**Circle one:**

**Meets Standard**

Does Not Meet  
Standard

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

<p><b>Evidence to support attainment of or failure to meet standard:</b></p> <p>Bob has adhered to all board policies, district procedures and contractual obligations during his employment with the High Standards Community schools. He demonstrates professional commitment and respects his obligations and has shown evidence of this through his attendance at district Open Houses, conferences and in-services. All district and building generated reports have been submitted in a timely fashion. Upon observation of Bob it has been documented that he also adheres to all building duties.</p> <p>Bob is a coach in our district and currently serves as a 9<sup>th</sup> grade football and basketball coach. He has had many opportunities to present himself to the school and community in this role and I have observed his respectful manner with parents, players and community members.</p> <p>Bob also maintains this professional manner in the classroom and has submitted as evidence many e-mail communications and positive notes from parents.</p> <p>Bob has served as a mentor in our district to a student with special needs. I have observed Bob giving up his planning and personal time to help this student with homework and taking him to different school functions. He has brought this student along with his 9<sup>th</sup> grade football team to games and let him be a co-coach for the afternoon.</p> <p>Bob participates in all district professional development opportunities and volunteers to be part of many study groups that are not required of him. His documentation of team meeting notes shows his sharing of ideas with colleagues and contributions to school-wide events and learning activities.</p> <p>Bob has submitted as evidence unit plans that incorporate diversity issues that stress the respect of values and beliefs of others. During my many observations of Bob's classroom I have witnessed many opportunities where he has treated students with respect and fairness. He does understand the differing families and community contexts that we have in our school and has shown this by the communications he has had with parents. His weekly communications with families have been submitted as evidence of his collaboration with the families to enhance student learning. He has many other articles to submit as evidence such as; field trips planning, collaborative planning with community members, guest speaker notes, and written progress reports to parents. He does an excellent job of showing leadership by demonstrating to his peer's effective collaborative teaming strategies that are student centered and meet with the district/building goals and expectations.</p> <p><i>All criteria for Standard 8 have been addressed using multiple sources and multiple data points.</i></p>	<p><b>Circle one:</b></p> <p><b>Meets Standard</b></p> <p>Does Not Meet Standard</p>
---	--

☐ Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

☐ The teacher is a first year Beginning Teacher.

☒ The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.

☐ The teacher fails to meet the Iowa Teaching Standards.

☐ The teacher is being recommended for a third year before a license decision is made.\*

Evaluator's Signature: {signature} \_\_\_\_\_ Date: {date} \_\_\_\_\_

Evaluation Period: August, 2001 to March, 2003

Teacher's Signature: {signature} \_\_\_\_\_ Date: {date} \_\_\_\_\_

\*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2<sup>nd</sup> year teacher. This form will be available in the spring of 2003.